

Responsibilities	Description	Development	Future Goals
Manage student placement in the composition sequence	There are several ways “into” the composition sequence and several ways “out” (e.g. AP and CLEP). I evaluate any students’ challenges to their placement.	<ul style="list-style-type: none"> • Designed a new form for unusual cases • Met with advisors to review placement procedures. • Train a GTA as an assistant-director to evaluate placement and transfer credit during the summer months 	<ul style="list-style-type: none"> • Continue to work with registrars office to streamline the process by which placement is reported
Evaluate transfer credit	Research, evaluate, and grant or deny credit.	<ul style="list-style-type: none"> • Train a GTA as an assistant-director to evaluate placement and transfer credit during the summer months 	
Administer the EH 100 program	Collaborate with instructors and GTAs to design and implement curriculum.		<ul style="list-style-type: none"> • Program assessment
Mediate between students and instructors	I field, evaluate, and recommend solutions to instructor/student disagreements.		
Hire, schedule, and support part-time instructors	<ul style="list-style-type: none"> • Schedule fall and spring composition classes. • Support instructor pedagogy 	<ul style="list-style-type: none"> • Designed instructor preference sheets • Designed a new EH 102 curriculum • Created a Composition Guide 	
Assess Program			<ul style="list-style-type: none"> • Secure resources

Hire and Mentor GTAs	In the Spring Semester, I interview all GTA candidates and then recommend, to my colleagues, those best suited to teaching positions.	<ul style="list-style-type: none">• Implement August training session	
----------------------	---	---	--